DOCUMENT RESUME

ED 200 806 CE 028 703

AUTHOR	Warden, John W.; Lehrman, Raymond H.
TITLE	Goals and Objectives of Vocational Education for Handicapped Students. Self-Help Booklet 4.
INSTITUTION	Northern Inst. for Research, Training, and Development, Inc., Anchorage, Alaska.
SPONS AGENCY	Alaska State Dept. of Education, Juneau.
PUB DATE	Jun 79
NOTE	25p.; For related documents see CE 028 700-704. Small document.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Disabilities; *Educational Objectives; Educational Planning; Individualized Education Programs; Long Range Planning; Mainstreaming; Models; *Program Development; School Districts; Secondary Education; *Student Educational Objectives; Teacher Role; *Vocational Education
IDENTIFIERS	Alaska

ABSTRACT

This publication on vocational education goals and objectives is the fourth in the Self-Help series of five booklets designed for Alaska administrators and teachers to improve vocational services provided to handicapped pupils. It begins with a checklist of implications for administrators and teachers. Some reasons for goals and objectives development are then discussed. A description of a district model for goals and objectives development is followed by a listing of some other ways of developing district wide goals and objectives. Some model district objectives published by the Council for Exceptional Children are presented. Examples from other sources are then provided. A section on considerations at the classroom level lists (1) some of the important people a teacher should involve in writing goals and objectives and (2) strategies for developing goals and objectives at the classroom level. Also given is a diagram of suggested procedures for implementing the Individualized Education program process for exceptional pupils in Alaska. Questions for further discussion and a bibliography are provided. (YLB)

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Goals and Objectives of Vocational Education for Handicapped Students

• Self-help booklet 4 •

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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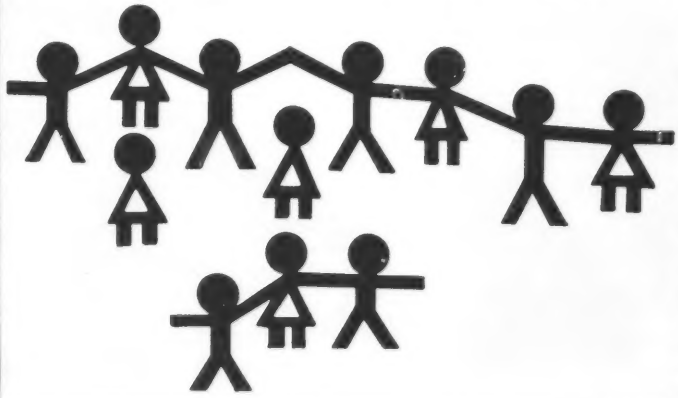

CE 035 703

GOALS AND OBJECTIVES
OF VOCATIONAL EDUCATION
FOR
HANDICAPPED STUDENTS

by

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June, 1979

This booklet was prepared pursuant to a grant from the State of Alaska, Department of Education. The opinions expressed herein, however, do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

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IMPLICATIONS FOR ADMINISTRATORS AND TEACHERS

Meeting the vocational needs of handicapped students may require special attention to the development of goals and objectives. Consider the following statements and mark an appropriate check by those which relate to your situation. Goals and objectives development implies that...

___ Active leadership from one or more individuals throughout the development process must be available and supported.

___ The development must be closely related to needs assessment data and a review of existing efforts or otherwise it will appear as an exercise without purpose.

___ The developmental process and the specific goal and objective outcomes are subject to criticism by others.

___ The identification of the goals and objectives will take time.

___ Significant special interest groups and individuals will want to have a part in their development and must be identified early in the process.

___ An assumed obligation to a plan of action will accompany their development by those involved.

___ An organized process will be required for their development and acceptance.

___ The allocation of staff time and other resources may be required.

___ Individuals may be threatened by their development.

___ Other individuals may become more highly motivated by their development.

___ An accompanying focus upon staff development may be required as a result of goals and objectives development.

___ A shift in financial allocations of resources may be required due to their development.

___ Community awareness and involvement may be increased as a result.

___ The possibility and desirability of developing objectives at the district, building and classroom level must be open to discussion by people at these various levels.

___ Provisions for revisions and modifications must be available along with a means for such action.

___ A written set of goals and objectives will require approval by the appropriate sources and be a step in action planning.

SOME REASONS FOR GOALS AND OBJECTIVES DEVELOPMENT

The development of goals and objectives is linked to a larger systems approach to planning. They do not exist in isolation of the needs, people, resources and activities of any organization. A teacher, (Hayes, 1977) recently gave the following rationale for written goals and objectives.

Written goals and objectives provide accountability. They may be viewed by administrators, parents, and other teachers working with the child. Combined with assessment data, goals communicate what has been and will be taught and what has been learned in a given period of time.

Written goals and objectives can motivate students. Students who are told what they will learn and why are encouraged to try harder and they feel the interest and concern of their teachers and parents who have worked together to plan their program. After each skill is learned, students are praised and are told what they will learn next. Success builds upon successes and positive self-concept increases.

Written goals and objectives facilitate teacher-parent communication. When the home and the school plan together for the benefit of the child, all involved benefit. When teachers formally and periodically share with parents what their children have learned, the reinforcement to the child is increased. The support of parents for the school grows as well, yielding greater cooperation.

Goals and objectives will make teacher preparation more relevant. Knowing exactly what skills each student needs to learn, the teacher will be better able to prepare lessons that are geared to the students' needs, thereby eliminating unnecessary instruction. A carefully developed individualized education program will provide a reference for teachers that will enable them to judge student progress accurately and provide appropriate instruction for critical need areas. Planning becomes easier in the long run since teachers always know what the students should be able to do by the end of each goal period.

Goals and objectives help focus learning activities. Each activity can be planned to strengthen a specific skill. When the purpose of activities is shared with students, learning becomes intentional rather than incidental. Students become aware that what they are doing is purposeful, not arbitrary, and tasks take on greater meaning for them.

Others have noted that through goal analysis teachers can address program instructional questions at a very concrete and specific level. Meers (1977), as an illustration, has asked teachers to consider the following kinds of questions:

1. What have I done with the program in the past?

2. How satisfied were the students and I with the program upon completion?

3. What do I want to do in the future?
   a. Remain the same
   b. Change completely
   c. Change and modify the old method

At a district-wide level, goals and objectives for the vocational education program communicate to teachers, students, parents and the community the broad and more specific program outcomes which are intended.

Written goals and objectives state what will be done. The conditions under which program actions will take place and the expected program results are stated.

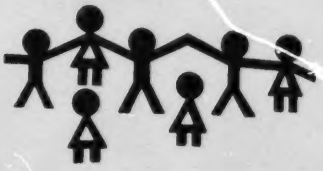
Written goals and objectives lead to solution design. Stating what is desired to be accomplished makes it easier to figure out how to get the job done.

Written goals and objectives are a basic part of program plans. The needs + goals and objectives + action statements form the major elements of district-wide planning for vocational education for the handicapped.

Goals and objectives make evaluation easy. When goals and objectives are written out, evaluation consists of measuring and describing the degree to which program activities and accomplishemmts meet these goals and objectives.

Among the other reasons cited for the development of goals and objectives are the following:

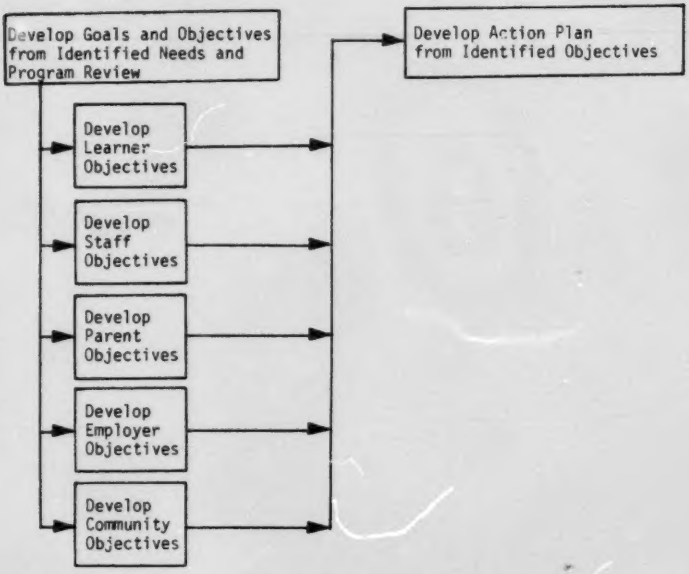
* to gain a sense of direction;
* to communicate your intentions to others;
* to use in the allocation of resources;
* to justify a budget request;
* to evaluate the program's consequences;
* to indicate the response to identical needs;
* to respond to a federal or state grant application;
* to meet state program compliance criteria;
* to increase staff objectivity to the planning process and outcomes expected.



SOME INITIAL CONSIDERATIONS

Goals are written statements which reflect general intention. Goal statements usually identify a target population and relate to one or more needs or problem areas. They provide a common ground of understanding to which staff can make reference and can utilize in the planning, coordinating and implementing of services.

The focus of goals and objectives is often associated with student needs, problems and outcomes. In developing a comprehensive vocational plan, other needs of the organization, the community, parents and staff may likewise need to be addressed. Development must thus occur on several fronts at the same time. (See graphic.)


Develop Goals and Objectives from Identified Needs and Program Review
Develop Learner Objectives
Develop Staff Objectives
Develop Parent Objectives
Develop Employer Objectives
Develop Community Objectives
Develop Action Plan from Identified Objectives

Writing goals and objectives is easily accomplished, if you are familiar with the needs and problems and if you have some general structure to follow in constructing your goals and objectives statements. Below is a sample structure for a goal statement taken from Hughes and Rice (1978).

The _____ through its
(title of your program)
_____ for _____
(program component) (whom - target group)
will _____ _____
(action verb) (what)
_____.
(for what general purpose)

An example of such a goal statement as it related to providing vocational education for the handicapped is offered below. Note it contains all the above mentioned components.

> "The vocational education program of _____ school or _____ school system, with the support of the special education program and other services, will provide appropriate vocational education experiences for handicapped students in the least restrictive educational settings for the purpose of improving student vocational skills and preparation for employment."

Objectives are merely more specific statements of intent which specify outcomes in measurable terms. Examples of objectives which relate to the above goal are as follows:

1) Increase the knowledge of 50% of the parents with handicapped students of particular aspects of the vocational education programs in _____ school or _____ school system during School Year 19__ - 19__.

2) Increase the awareness among 80% of the vocational education teachers of employment opportunities available for handicapped students in _____ school or _____ school system during School Year 19___ - 19___.

3) Increase competencies and skills of vocational education teachers related to two specific areas of classroom instruction of handicapped students for 80% of the vocational education teachers by January 1, 19___.

Below is a sample structure for an objective (also taken from Hughes and Rice, 1978.)

To _____ _____
(action verb) (what behavior/attitudes)
_____ _____
(of whom) (with what specific results)
_____.
(by when)

The outcome objectives include all of the elements found in the sample structure: (a) an action verb; (b) the behaviors or attitudes that are to be influenced; (c) whose behavior and attitudes are to be influenced; (d) what results are expected; and (e) in what time frame. Mager (1962) has summarized the process of writing objectives by asking three important questions worth quick review:

1) Does the statement describe what the person will be doing when he/she is demonstrating that the objectives have been reached? (action)

2) Does the statement describe the important conditions under which the person will be expected to demonstrate competence? (condition)

3) Does the statement indicate how the person will be evaluated or the lower limit of acceptable performance? (standard)

Among the advice offered by Lewis (1974) is the following:

Objectives should be:

1. Based upon the objectives of the organizational unit of the educator plus his/her personal goals.
2. Necessary, and contribute to long-range goals.
   a. They should answer the question, "What vital part of the long-range goal will achieving this objective fulfill?"
   b. They should be ultimately traceable to the organization's educational objectives.
3. Measureable as much as possible in terms of a specific unit or, at least, in terms of trends or degrees of accomplishment.
4. Realistic and attainable; reasonable yet challenging.
5. Relatively few in number; significant and primarily concerned with what must be accomplished.

Hayes (1977) has also noted the importance of starting with people where they are at the time of planning rather than merely where we would hope them to be. Furthermore, attention must be given to 1) setting priorities, 2) developing affective as well as cognitive objectives, 3) deciding upon the relationship between annual goals and shorter term objectives, and 4) writing objectives in realistic terms. With regard to instructional objectives consideration should be given to building off the work of others within the district or elsewhere to avoid "reinventing the wheel" at planning meetings.

Davis and Ward (1978) have concluded that each school district should have a plan for providing vocational education for handicapped students which includes:

* long term goals
* short term goals
* objectives for accomplishing goals
* resources necessary to accomplish goals
* a plan for evaluation.

A DISTRICT MODEL FOR GOALS AND OBJECTIVES DEVELOPMENT [1]

Many benefits can be derived by establishing and using a local planning committee to assist in the development of your school's or school system's approach to serving handicapped students in regular vocational education programs.

The local planning committee can be used to transform the assessed needs and identified barriers into goals and objectives as well as to assist in developing, selecting and implementing strategies that meet assessed needs and/or overcome identified barriers. The local planning committee also will help to insure that key school or school system personnel, who will have major responsibilities for implementation of the mainstreaming approach, will be represented. Use of the local planning committee increases the degree of involvement and investment members have and will be willing to commit to the mainstreaming implementation.

The following school personnel in your school or school system should be considered for membership on the local planning committee: (1) the high school principal; (2) the director or coordinator of special education programs; (3) a representative of the Division of Vocational Rehabilitation, perhaps a local VR counselor; (4) a representative of the local Employment Security Office, preferably one who is particularly knowledgeable about employment opportunities for the handicapped; (5) a member of your local advisory council; (6) two regular vocational education instructors; (7) two special education instructors; (8) guidance counselors, preferably vocational guidance counselors if available; and (9) other school personnel who are considered to be important to the program.

The suggested composition of the local planning committee should assure that all of the key personnel within the school or school system who will be centrally involved in the implementation of the program are represented.

There is a federal requirement to place the handicapped student in or as-close-to the regular classroom environment as is judged to be best for the student. This is sometimes called "mainstreaming".

Whether mainstreaming "works" (benefits the child) or not may depend upon (a) how this process is introduced into the local school, and (b) the circumstances which exist there at the time when mainstreaming is introduced.

If mainstreaming is interpreted as merely placing handicapped students in the regular classroom with no attention to other factors, the practice may not work. Implementation and outcomes of mainstreaming when this process is conducted by administrators and teachers who have worked

[1] Adapted from: Hughes J. & E. Rice. Needs Assessment Procedure: Mainstreaming Handicapped. Chapel Hill, North Carolina, System Sciences, Inc., 1978.

together to study the benefits and conditions wherein mainstreaming is best for the child may produce one kind of results. Mainstreaming when forced by a building administrator who introduces the process as something forced upon the faculty by the State Board of Education or the federal government may produce another.

In general, the introduction of mainstreaming is a district-wide problem, part of the overall educational system. Such introduction raises many instructional, social and psychological questions which will need to be recognized, clarified, and answered.

The long-range benefits of mainstreaming handicapped students in or as-near-to-possible to the regular vocational education classroom have yet to be determined. The legal rationale for such a practice is based upon the rights of such children to an equal education, not upon clear evidence of the favorable outcomes of such data. And so it must be said that handicapped children have the right to receive vocational education, designed to meet their special needs, just as much as non-handicapped children have the right to vocational education designed to meet their needs.

The role of the local planning committee will be to provide planning and guide the implementation of the program, consistent with the needs assessed and barriers identified. Specific tasks associated with goals and objectives identification include answering the following questions:

* Who is the target population?
* Who does the need or barrier affect directly or indirectly other than the target population?
* What factors impact on and/or are related to the need or barrier?
* What would the end product look like?
* When would you like resolution to occur?
* What activities might be useful in achieving the desired resolution?
* Who can/should be involved in working toward resolution?

As an additional caution, remember that changes inherent in mainstreaming require redefining many of the roles and responsibilities of teachers, administrators and other school personnel. Such redefinition must assess the broad issue of mainstreaming and the specific local issues derived as a result of the local implementation effort. By providing wide representation on the local planning committee, all key groups within the school or school system have an opportunity for input. The redefinition of roles and responsibilities associated with the implementation of the mainstreaming approach will be communicated adequately to those within the system whose roles and responsibilities will be changed. Most importantly, the use of the local planning committee will give those who will be responsible for implementation a feeling of ownership of the plans and strategies that will be developed.

OTHER WAYS OF DEVELOPING DISTRICT-WIDE GOALS AND OBJECTIVES

Listed below are a variety of other ways which might be utilized in developing vocational education programs to accommodate the needs of handicapped students.

Consider:

* Utilizing existing curriculum committees within the school structure or departmental staff as a point of reference and initial exploration.

* Appointing a special task force or ad hoc committee to develop goals and objectives based upon needs.

* Conducting a program review to determine strengths and weaknesses and uncover needs which can serve as the foundation for goals and objectives development.

* Identifying pertinent regulations and policies from various sources as a foundation to goals and objectives development (see list on page 19 of this booklet).

* Utilizing parent advisory groups or perhaps students on a project basis to assist in goals and objectives development.

* Interviewing community leaders and employers to gain their input into identified needs and assist in goals and objectives development.

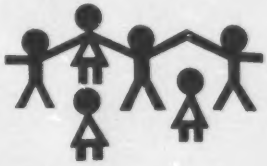
* Hiring an outside consultant to write an initial list of goals and objectives based upon locally identified needs and barriers.

* Securing the assistance of other local agencies or resource persons who could assist in the goals and objectives identification process.

* Establishing a committee to define the "ideal" program standards and components as a means to compare with existing efforts and constraints.

* Designing a decentralized model of goals and objectives development based upon individual school and community needs and linking local objectives to a district level where appropriate.

* Developing regional goals and objectives with several other school districts in the same geographic area to pool resources and deliver services.



MODEL DISTRICT OBJECTIVES[2]

The Council for Exceptional Children recently published a list of district-wide objectives with regard to vocational education of handicapped students. Local school districts in Alaska may wish to build from this existing list in arriving at a set of objectives based upon local needs and conditions.

Consider...

* Vocational education shall be available as a discrete element on a continuum of career education experiences provided for handicapped students to enable them to learn about and prepare for work.

* Appropriate prevocational experiences shall be provided to prepare each handicapped student for placement in vocational education.

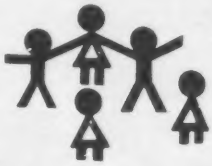
* Every handicapped student shall have the opportunity to participate in a regular or special vocational education program in order to develop job-specific skills.

* Vocational assessment shall be provided to determine the student's interests and vocational aptitudes in order to develop an appropriate individualized education program.

* Supportive (related) services shall be provided as needed to maximize a handicapped student's potential for success in a regular or specially designed vocational education program.

* Work experience options shall be available to help handicapped students bridge the gap between the school program and the world of work

* Vocational counseling and job placement and followup services shall be provided to develop work skills for those students whose handicapping conditions are so severe as to prevent their immediate inclusion in occupational skill preparation programs.



2 Source: Davis, S. and M. Ward. Vocational Education of Handicapped Students: A Guide for Policy Development. Reston, Virginia, Council for Exceptional Children, 1978, page 2.

OTHER EXAMPLES

Among the long-range district goals developed by the Anchorage School District are the following which relate to special needs students for reader review and consideration.

* Implement a delivery system that assures every eligible child from age 0-21 an opportunity to attain full potential.

* Avoid an undue focus on the differences of any particular type or class of student.

* Provide an ongoing process to locate, identify, screen and evaluate all handicapped and gifted children in need of special education and related services.

* Develop and implement, as fully and quickly as possible, a curriculum that will deliver an educational program appropriate to the differences of all children in the least restrictive environment.

* Develop a procedural manual that delineates forms and processes to assist staff and parents with the screening, testing, referral, program, and re-evaluation of all exceptional children.

* Provide alternative educational opportunities to assist students in developing their interests.

* Develop community awareness and sensitivity for the needs and interests of handicapped and gifted children.

* Assist teachers, unit principals, support staff, and in-school volunteers in the development and implementation of programs and processes that continue to keep students with special educational needs or handicaps in the mainstream of school programs and activities.

* Increase staff for schools heavily impacted by students with special education needs or handicaps.

* Upgrade existing facilities and build any new ones to be barrier free.

* Change vocational course offerings as technology changes and student interests warrant with emphasis on the Alaskan labor market.

Goal development for students may focus upon several inter-related areas. Emphasis at the pre-vocational level typically may include goals associated with:

* developing personal and social skills that affect employability, such as communicating effectively and developing good work habits.

* developing daily living skills, including such avocational areas as cooking and serving and managing their own personal resources.

* developing process skills related to seeking employment, such as filling out forms and using public transportation.

* special skills training related to the handicap, including the use of special aids and appliances to accomplish tasks.

* basic vocational skills which involve math, reading, perceptual, or manipulative abilities.

Special student vocational education goals identified by Meers (1977) in a Nebraska survival skills center include:

* to develop the realization of the importance of staying in school;
* to enable each student to work toward their maximum potential;
* to develop an attitude that the individual is a valued person;
* to prepare students for a saleable skill;
* to develop self-confidence necessary to take advantage of employment opportunities;
* to develop a positive attitude toward the world of work.

Specific industrial education goals for the special needs student in cooperative education, as identified by Bowers (1978) can include:

* to develop a better understanding of one's own aptitudes, interests and personality characteristics;
* to provide opportunities for expanded social relationships;
* to know and practice good employer-employee relations;
* to start work and adjust to the job;
* to be aware of employment laws and regulations;
* to master specific work requirements of an occupation, such as work tasks, safety, and tool and equipment use.

Several important factors are worth remembering with respect to developing vocational goals and objectives for handicapped students. Experience has demonstrated that when compared to the average non-handicapped student, the handicapped may have a somewhat greater need for:

* development of pre-vocational knowledge and attitudes;
* pre-training in skill assessment;
* assistance in program planning and positive reinforcement during vocational counseling;
* vocational class opportunities that lead to feelings of achievement rather than failure, including well-planned individualized instruction and attention to special needs that arise from the particular handicapping condition;
* placement in favorable work study or work experience stations;
* coordination and follow-up with other staff, particularly the special education teacher, and with work station supervisors.

CONSIDERATIONS AT THE CLASSROOM LEVEL

Probably the most important influence on the handicapped student's performance will be the people you involve as you work with that student. Here's a listing of some of the more important people a teacher should involve in writing goals and objectives.

* The special educator - the person whom the handicapped student most closely relies on in most schools. Professionally trained and ready to cooperate, he/she will help the teacher to avoid the mistakes rather than make them.

* The classroom aide - a person the teacher may not have as yet. If special assistance during class hours or tutorial help out of class is necessary, the teacher may find this person invaluable, a good extension of him/herself.

* Occupational therapists - have been very helpful in specifying the kinds of performance handicapped persons can do. They can help in the matching of physical potential to appropriate vocational goals.

* Rehabilitation counselors - providing a valuable link to resources, specialized training and post-school vocational follow-up leading to employability. Cooperation between school and rehabilitation personnel frequently pays real dividends.

* Parents - the unsung heroes. They have lived with the handicapped child long enough to learn a few things that the teacher might like to know.

* Employers - a key to on-the-job success in work study and work experience programs. The flexibility and positive support of the employer is one of the biggest boosts a student can get.

* Vocational committees - most vocational education programs have one. It may include a subcommittee for the handicapped or have handicapped persons on the committee itself. Remember, committees are most helpful when the members can attract the broad based community support that teachers and the handicapped student need.

* Volunteers from the community - many persons would work with the handicapped student when given the chance. Contacting appropriate local volunteer groups can lead to surprising amounts of help.

* Medical personnel - they are as much interested in preventing medical problems as curing them. If you feel that there are tasks which might be risky for your handicapped students, check them out. Get to know your student's physical limitations.

Besides involvement of these key people the teacher may wish to consider any one or combination of strategies listed below as ways to develop goals and objectives at the classroom level.

* Review handicapped students Individualized Education Program (IEP) to determine special needs and arrive at identifiable vocational education objectives which can be included therein. (See graphic IEP Process - page 16).

* Consider writing separate Individualized Vocational Education Plans (IVEP) on each student. Kenai Peninsula School District presently does this and could provide assistance through the Alaska Talent Bank or other appropriate means.

* Access other school district programs at the classroom level through the use of the computer mail system for relevant information.

* Contact available support groups in Alaska such as the Alaska Department of Education, Regional Resource Centers, higher education institutions, etc. for assistance in development at the classroom level.

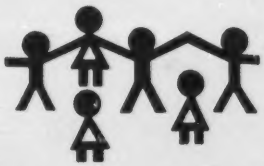
* Utilize students in the class to assist in the formulation of classroom objectives based upon identified needs through a special work group or task force.

* Contact Project A-TIP (Alaska - Talent, Information and Promising Practices) to obtain information on ERIC and other search techniques which might apply to your needs.

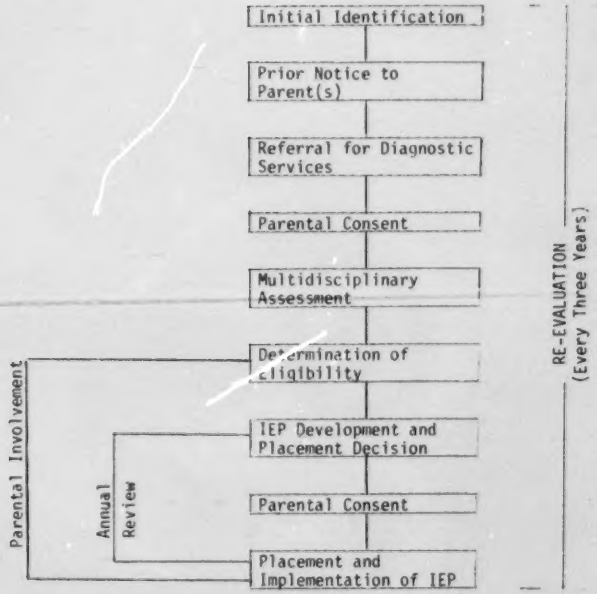
* Obtain copies of resources listed in the back of this and the other self-help booklets in this series.

* Work to establish a special in-service training workshop on meeting the vocational needs of the handicapped at the classroom level.

* Talk with teachers and administrators about the discussion questions in this booklet on page 18 as a focal point for determining the merit and value of goals and objectives development as well as local factors which must be considered.



SUGGESTED PROCEDURES FOR IMPLEMENTING THE INDIVIDUALIZED EDUCATION PROGRAM PROCESS FOR EXCEPTIONAL PUPILS IN THE STATE OF ALASKA[3]



[3]Source: Juneau, Alaska, Office of Exceptional Children, 1978.

QUESTIONS FOR FURTHER DISCUSSION

Listed below are a few questions designed to serve as "thought stimulators" for yourself and others with regard to reviewing your goals and objectives and meeting the vocational needs of handicapped students.

1. DO I/WE HAVE ANY EXISTING GOALS AND OBJECTIVES WITH RESPECT TO VOCATIONAL EDUCATION AND THE HANDICAPPED?

2. DO I/WE REALLY NEED THEM AND WHY OR WHY NOT?

3. WHAT IS MY/OUR ATTITUDE TOWARD THE DEVELOPMENT OF GOALS AND OBJECTIVES?

4. WHAT ARE THE CONSEQUENCES OF NOT HAVING THEM WITH RESPECT TO THE VOCATIONAL EDUCATION AND THE HANDICAPPED?

5. WHAT IS MY/OUR OWN SKILL LEVEL IN GOALS AND OBJECTIVES DEVELOPMENT?

6. TO WHAT EXTENT SHOULD I/WE BASE THESE ON IDENTIFIED NEEDS AND/OR A REVIEW OF EXISTING PROGRAM EFFORTS?

7. WHAT ARE THE RESOURCES I/WE CAN USE IN DEVELOPMENT OF GOALS AND OBJECTIVES?

8. WHO SHOULD BE INVOLVED AND WHAT LEVEL OF INVOLVEMENT IS DESIRABLE?

9. WHO WILL USE THESE GOALS AND OBJECTIVES AND IN WHAT WAYS?

10. WHAT ARE THE REALISTIC BARRIERS, LIMITATIONS OR CONSTRAINTS THAT I/WE FACE?

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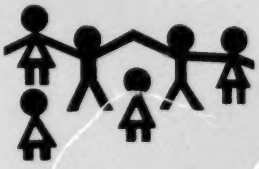

NOTES

SPECIAL ACKNOWLEDGEMENTS

A special acknowledgement is extended to four school districts and their personnel in Alaska who served in an advisory capacity to this project.

Anchorage School District

Lynn Bartz, Secondary Special Education Program Supervisor
Bill Oleson, Consultant for Vocational Education
Jim Rich, Director of Special Education
Brent Rock, Coordinator of Curriculum Development

Delta/Greely School District

Paul Janowiec, Coordinator of Special Services
Jerry Story, Assistant Superintendent

Fairbanks North Star School District

Joe Bielski, Director of Pupil Personnel Services
Ivan Gillespie, Director of Vocational Education
Candy Rohrer, Hutchison Career Center
Tillman Taylor, Hutchison Career Center
Chris Williams, Special Education

Kenai Peninsula Borough School District

Libby Koch, Coordinator of Elementary & Secondary Education
Kris Rogers, Director of Special Services
Walter Ward, Superintendent of Operations and Vocational Education

Members of the Department of Education who assisted in this project included Tom Buckner and John Stamm from Special Education and Glenn Erickson, Gary Fuller and Karen Ryals from Vocational and Career Education. In addition, review comments and suggestions were made by Gary Meers from the University of Nebraska-Lincoln. Mark Jordan and Chris Tarrillion of Kelly Services provided secretarial and graphic assistance. Members of The Northern Institute Staff who offered key assistance included Irene Adams, Marty Jordan Bomotti and Valerie Jennings.

THE SELF-HELP SERIES

This publication is one in a series of five booklets designed for Alaskan Educators. The focus of all five publications is upon improving the vocational services provided to handicapped pupils. The material is designed to stimulate thought, provide some basic information and draw the readers' attention to additional resources on meeting the vocational needs of handicapped students. They are designed primarily for administrators and teachers but also could be shared with parents, agency officials and community members alike. The titles for each of the Self-Help Series are listed below.

1. LAWS AND REGULATIONS TO MEET THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS
2. VOCATIONAL EDUCATION NEEDS OF HANDICAPPED STUDENTS
3. REVIEWING VOCATIONAL PROGRAMS FOR HANDICAPPED STUDENTS
4. GOALS AND OBJECTIVES OF VOCATIONAL EDUCATION FOR HANDICAPPED STUDENTS
5. PLANNING TO MEET THE VOCATIONAL NEEDS OF HANDICAPPED STUDENTS

Additional copies may be available from the Alaska Department of Education on a limited supply basis. Address all comments and requests to: Vocational/Special Education, Department of Education, Pouch E, Juneau, Alaska 99811.

There is only one man in the world
and his name is All Men
There is only one woman in the world
and her name is All Women
There is only one child in the world
and the child's name is All Children

- Carl Sandburg